Iowa Department of Education

Performance Report

*Performance Results Achieved
for Fiscal Year 2015*

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Introduction

Iowans value education. Year after year this is a priority for the citizens of Iowa as evidenced by their willingness to invest their time and energy at the local level, and devote a major portion of the state's revenues to support a system of education that provides quality educational opportunities for learners of all ages. The purpose of this report is to provide information on results obtained in key education areas, to show how we are working to improve the system, and to identify challenges that need to be addressed in the years ahead.

Specifically, we will be reporting on four core functions and related activities:
- Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.
- Regulation and Compliance – providing stewardship for the education system through accreditation, program approval, fiscal oversight and federal program oversight.
- Resource Management – providing the leadership, data for accountability and decision-making, and infrastructure necessary to administer and support agency operations and the system of education in Iowa.
- Library Services – acquiring, managing and providing access to information.

Our goal is to build an education system that leads the world and prepares every student for success in college or careers. In October 2011, the Branstad-Reynolds Administration and the Department of Education (Department) developed a blueprint detailing a comprehensive vision to put Iowa schools on par with the top schools in the world. Over the past three years, Iowans have worked relentlessly toward achieving this vision. Iowa is now on a trajectory to achieve world-class result in education.

The education reform effort in Iowa is rooted in ensuring that every classroom is led by an effective teacher. At the forefront of this push is the Teacher Leadership and Compensation system, which is known affectionately throughout the state as TLC. The TLC system will attract and retain great teachers by raising salaries, providing additional support as they enter the profession and increasing opportunities for leadership and collaboration throughout their careers. This initiative has positioned Iowa as the national leader in strengthening the teaching profession.

In addition to supporting and developing our classroom teachers, the Department is also focused on ensuring the effective implementation of rigorous academic standards as well as developing a system to ensure all students are on track to meet these expectations. Examples of this work include the launch of the new Iowa Core website to provide educators and parents with valuable resources and the rollout of an early warning system to find reading deficiencies long before they become a problem.

Finally, the Department continues to work collaboratively with all stakeholders and in a spirit of innovation to ensure that all learners have the opportunities they deserve. Iowa students now have more and better opportunities for both personalized and on-line learning through the expansion of competency-based education and Iowa Learning Online.

If we are to keep our place in the global economy, we must prepare students who can compete and thrive in the 21st century. If we want to transform Iowa's economy, we must transform Iowa's education system to meet the needs of all students and prepare them to be successful at the postsecondary level and into the workforce.

Education is everyone's business. More than ever before, we all have a stake in the success of our education system. More education and higher levels of achievement mean better income and higher standards of living for students, greater productivity for businesses, a more vibrant economy and a better quality of life for all of us.

Agency Overview

Mission:
Our Mission is to champion excellence for all Iowa students through leadership and service.

Guiding Principles:
- All students can learn at a high level.
- Students respond best to challenging expectations.
- Safety and respect are essential to student learning.
- Educators need ongoing support and professional development to improve student achievement.
- Improving student performance requires a broad constituency of support.
- A quality education system is essential to a successful democracy, lifelong learning, and a vibrant economy.

Major Services, Products and Customers:
The Department, in conjunction with the State Board of Education, is responsible for supervising the state's prekindergarten-12 schools, AEAs, and community colleges, and for approving teacher and administrator preparation programs. In order to address the strategic plan goals and carry out core functions, the Department is organized into the Office of the Director and four divisions in the Grimes Building: the Division of School Finance and Support Services, the Division of Policy and Communications, the Division of Community Colleges, and the Division of Learning and Results. Three additional divisions – Iowa Vocational Rehabilitation Services, the Division of Library Services, and Iowa Public Television – are linked administratively to the Department in the Code of Iowa.

The Office of the Director has the primary responsibility for providing leadership for the system of education in Iowa from pre-kindergarten through community college levels. The director provides this leadership in conjunction with the State Board of Education. This Office provides legal services for the

Department and has primary responsibility for establishing priorities and coordination of Department activities and initiatives.

The Division of School Finance and Support Services coordinates the allocation of state and federal funding to local entities and provides technical support and information related to school finance. In addition, this Division oversees U.S. Department of Agriculture nutrition programs, school health and transportation services, and provides application/technology support in the Department. The Division also provides internal administrative services including payroll, accounting and budgeting, purchasing, inventory, office support facility management as well as human resources.

The Division of Policy and Communications provides media and communication services, as well as the development of the teacher leadership and compensation system, and Iowa Learning Online expansion. Communication and Information Services includes the Department's public information officer, maintenance of the Department's website, and implementation of ongoing communication efforts that inform our stakeholders and the public. This Division also provides a liaison function with the Governor's office, state and federal legislative groups, and the State Board of Education.

The Division of Community Colleges has primary responsibility for community college accreditation and management information system processes, secondary and postsecondary career and technical education, adult basic education/adult literacy, and veterans' education statewide.

The Division of Learning and Results focuses on educator quality; compliance with state and federal regulations; school improvement; accreditation of local school districts, nonpublic schools and AEAs; data and outcomes related

to programs; and strengthening supportive learning environments. This Division oversees many federal programs including, but not limited to, competitive and non-competitive grants in a variety of school program areas, Title I, the Individuals with Disabilities Education Act, Safe and Supportive Schools, and implementation of the Elementary and Secondary Education Act (No Child Left Behind). In addition, the Division includes early childhood programs, and approval of postsecondary teacher and administrator preparation programs. The Bureau of Information and Analysis Services oversees research and evaluation and is responsible for data collection and analysis including development of *The Annual Condition of Education Report.*

The major products and services of the Department include leadership, support, and monitoring for all aspects of education from pre-kindergarten through community college and educator preparation programs. These services include technical assistance for schools and school districts, AEAs, and community colleges; professional development; and budget, program and compliance support. The Department's primary clients are those stakeholders who provide and are impacted by pre-kindergarten through community college programs. The Department's programs support students, parents, instructional staff, administrators, local school boards, and community members.

Results

This section includes performance data related to the core functions and the services, products, and/or activities listed in our agency performance plan.

In the first section, we will report on some important **Key Results** areas that have been selected because of the impact they have on helping us achieve the mission of the agency and the goals in the strategic plan. The areas we have selected to highlight as key results areas include:

- Quality Preschool
- Multi-Tiered System of Support (MTSS)
- Transition from Secondary to Postsecondary
- Iowa's State Longitudinal Data System
- Library Services

In the second results section, we will report data on the measures included in our **Agency Performance Plan for FY2015**. Using a modified version of the performance plan template, we will document what was achieved for each core function and service, product, or activity (SPA) listed in our agency performance plan.

Key Results

CORE FUNCTION – STRATEGIC GOAL

Core Function: Education – Providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.

Strategic Goal: All children will enter school ready to learn.

Name: Quality Preschool

Description: The Statewide Voluntary Preschool Program for Four-Year-Old Children was established to support the availability of high quality preschool programs for four-year-old children across the state. The program started in 2007 and was phased in over a four-year period. Upon the conclusion of the four-year phase in process the Department allowed additional districts to apply provided these districts identified funding to support the program during the first year of operation.

Why are we doing this: Research increasingly shows the importance of quality, early learning environments in a child's development. Young children exposed to high-quality settings exhibit better language, literacy and math skills, better cognitive and social skills and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early-learning programs have also found that children in those programs were less likely to drop out of school, repeat grades, need special education, or be incarcerated than similar children who did not have such exposure.

Given this compelling research, the State Board and Department sought legislation and funding to establish the Statewide Voluntary Preschool Program for Four-Year-Old Children. The Department's early childhood team continues to work in collaboration with AEAs and local school districts to implement and monitor the program.

What we're doing to achieve results: The Department developed an application process and technical assistance to support the implementation of the Statewide Voluntary Preschool Program for Four-Year-Old Children. Webinars were held to guide districts in meeting the assurances and preschool program standards. One hundred and eighty-two applications were received and 67 districts awarded for 2007-2008, 161 applications were received and 52 districts awarded for 2008-2009, 124 applications were received and 56 districts awarded for 2009-2010, and 146 applications were received and 150 districts awarded (including consortium districts) in 2010-2011. In 2014-2015, 324 of 338 districts provided the Statewide Voluntary Preschool Program for Four-Year-Old Children. (Currently 14 districts do not participate.) In 2014-2015, 22,695 four-year-old children received a quality preschool program through this state funding. An additional 1,561 preschool children participated in this quality program through other funding sources. The Department estimates that in 2015-2016, approximately 23,000 children will participate in the Statewide Voluntary Preschool Program for Four-Year-Old Children.

In order to provide effective early childhood programs for young children, it is essential to have highly qualified teachers providing the education, as well as establish quality program standards by which to evaluate the preschool programs. The Iowa Quality Preschool Program Standards (IQPPS) were developed by the Department to ensure the quality of preschool in state-funded programs. The IQPPS were derived from the National Association for the Education of Young Children (NAEYC) Standards and Criteria. Districts participating in the Statewide Voluntary Preschool Program for Four-Year-Old Children are required to adhere to one of the following sets of program standards: the NAEYC Standards, the IQPPS, or Head Start Program Performance Standards.

Specifically:
- The Department developed a web application to monitor the implementation of the Statewide Voluntary Preschool Program for Four-Year-Old Children and each of the approved program standards to assure compliance with all program requirements.
- The Department provided training focused on assessment, universal screening, and instruction to build the capacity of the AEA early childhood staff to support local districts in increasing student achievement.
- The Department, in collaboration with the AEAs, conducted monitoring visits focused on the implementation of the Iowa Quality Preschool Program Standards through an on-site verification visit during the second year of implementation or a desk audit in subsequent years.
  - ❖ In 2010-2011, 48 districts and their community partners received an IQPPS Verification Visit and were fully verified.
  - ❖ In 2011-2012, 48 districts and their community partners received an IQPPS Verification Visit and were fully verified.
  - ❖ In 2012-2013, 45 districts and their community partners received an IQPPS Verification Visit and 43 were fully verified while two were scheduled to be revisited the following year. In addition, 18 districts submitted an IQPPS Desk Audit and were fully verified.
  - ❖ In 2013-2014, 36 districts and their community partners received an IQPPS Verification Visit and 34 were fully verified. In addition, 33 districts submitted an IQPPS Desk Audit and 32 were fully verified.
  - ❖ In 2014-2015, 12 districts and their community partners received an IQPPS Verification Visit and 7 were fully verified. In addition, 18 districts submitted an IQPPS Desk Audit and 14 were fully verified.

Another essential component of quality early childhood programming has included implementation of the Iowa Early Learning Standards that encompasses what children should know and be able to do. This past year, Department consultants worked with partnering agencies of Early Childhood Iowa to develop the accompanying professional development for the revised standards. The newly revised standards are aligned with the Iowa Core for a seamless system of infant, toddler, preschool and school-age standards. In addition, the newly revised document reflects current research in all areas of child development and includes emphasis on diversity and cultural competence.

A total of 324 districts will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2014-2015. A total of 24,256 preschool children are served in these quality preschool programs.

Performance Measure: Percent of children entering kindergarten proficient in beginning literacy skills using the *Formative Assessment System for Teachers (FAST)*

Performance Goal/Target: 60% (target for 2015-2016)

What was achieved: Kindergarten Literacy Assessment data were collected and analyzed in accordance with 2012 legislation. This required local school districts to administer *to a universal screener for literacy or other universal screener approved by the Department.* The following graph represents two years of trend data for FAST. (The measures of FAST include concepts of print, onset sounds, letter names and letter sounds.) As indicated in Figure 1, the percent of children proficient in FAST slightly declined from 2013-2014 to 2014-2015.

In 2014-15, 32,989 students were assessed and 53.4 percent were proficient (See Figure 1).

Figure 1

Percent of Students Entering Kindergarten Proficient in Beginning Reading Skills Using FAST Assessment Measure (N=32,989)

	% proficient students
Fall 2013	63
Fall 2014	53
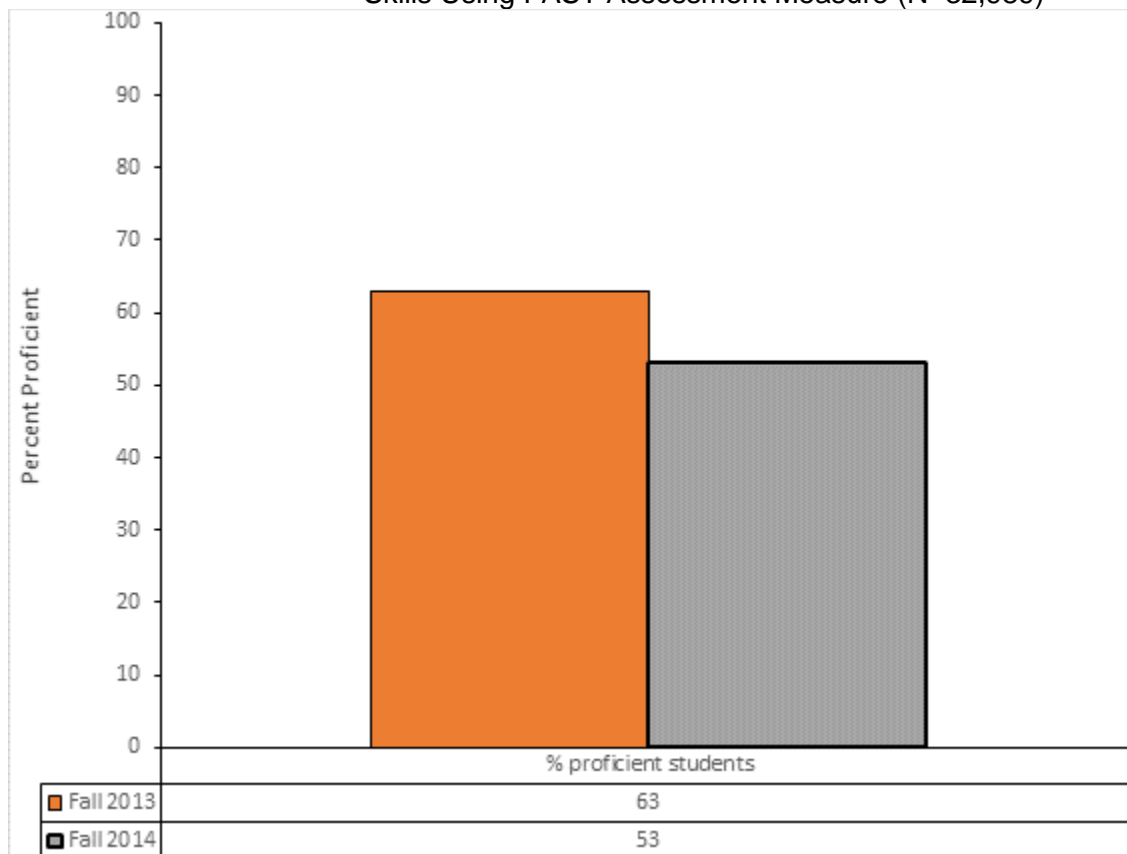
Note*:* Data regarding other approved assessment instruments will be reported in *The Annual Condition of Education Report, 2014.*

Discussion of Data: Data should be interpreted cautiously as districts are in the initial phase of implementing the early literacy law in 2014. Data from 2012-2013 include a small number of districts that had engaged in Phase 1 of the Collaboration for Iowa Kids.

Data Sources: Student Reporting in Iowa, Iowa Department of Education, 2013-2014 to 2014-2015.

Resources: Students are included in the fall enrollment count and generate funds through the school finance formula.

Key Results

CORE FUNCTION – STRATEGIC GOAL

Core Function: Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.

Strategic Goal: All PK-12 students will achieve at a high level.

Name: <u>Multi-Tiered System of Support (MTSS)</u>

Description: Multi-Tiered System of Support (MTSS) is a process by which schools use data to identify the academic and behavioral supports each student needs to be successful in school and to leave school ready for life. Schools using MTSS provide students with evidence-based instruction and interventions matched to student needs and monitor student progress to improve educational outcomes. MTSS also allows educators to evaluate the overall health of the system and target resources by providing the necessary data to determine which elements of the educational system are performing adequately and which require further development. MTSS is a decision-making framework composed of evidence-based practices in assessment and instruction. MTSS is not a packaged program, set of assessments, or curriculum that can be purchased.

When, and why, we began our focus on MTSS: The Division of Learning and Results established their focus on implementation of MTSS in the 2012-2013 academic year, beginning with infrastructure development. This focus was based on review of several pieces of data/information in 2011-2012 including the National Assessment of Educational Progress (NAEP) and Iowa Testing data that indicated the need for a systemic approach to addressing students' learning in Iowa. For example, the July 2012 Harvard University report, *Achievement Growth: International and U.S. State Trends in Student Performance*, compared the overall rate of growth in student achievement in 4th and 8th grade reading, math, and science in 41 U.S. states from 1992 to 2011. Iowa came in last. Iowa's school system hasn't gotten worse. But we've seen focused, dedicated efforts in other states and nations to dramatically improve their education systems, so we've gone from the top of the pack to the middle.

What we're doing to achieve results: It is incumbent upon the Department to provide leadership in the successful scaling and implementation of MTSS. The Department has drafted a statewide implementation plan for MTSS that encompasses four stages: developing consensus, building infrastructure, implementing MTSS, and sustaining implementation.

In 2011-2012, consensus building began across the educational system to identify our priority areas of focus, and our collective goal. We reviewed high-performing systems around the world, we reviewed our own performance – our strengths and challenges, we distilled what has been shown to work and we identified themes to carry forward to Iowa's system. We agreed to focus on MTSS as the framework for how to effectively implement Iowa's Early Learning Standards and Iowa Core.

In the 2012-2013 academic year, infrastructure development was the primary focus of work. To that end, the system established the infrastructure of Collaborating for Iowa's Kids [C4K] as the delivery infrastructure for statewide implementation. The intent of C4K was established to work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities. The focus of C4K was re-affirmed as supporting Early Learning Standards/Iowa Core Early Literacy within a framework of Multi-Tiered System of Supports (MTSS). Work teams across

the following priority areas were established in order to focus on MTSS and attain the goal that every child is proficient by the end of third grade: Standards and Curriculum, School Improvement, Educator Quality, MTSS and Professional Learning. Finally, in spring 2012, schools participated in an application process to begin implementation of MTSS. Ten percent of Iowa's public and nonpublic elementary schools were selected to begin implementation in the 2013-2014 year. These schools were called Phase 1 schools.

In 2013-2014, approximately 89 Phase 1 schools, representing 10 percent of Iowa youth from preschool to grade 6, began implementation of MTSS. This included:
>   (1) Implementation of Individual Growth and Development Indicators (IGDIs) and Formative Assessment System for Teachers (FAST), Iowa's state supported universal screening for prekindergarten, and kindergarten through sixth grade students, respectively.
>   (2) Implementation of FAST progress monitoring assessments and interventions to support learning for students who are not at benchmark, K-3.
>   (3) Access and use of Iowa TIER, Iowa's data system that allows easy access to student universal screening and progress monitoring assessment administration and results.
>   (4) Access to monthly coaching webinars to provide just-in-time implementation support.
>   (5) Implementation of collaborative inquiry within leadership teams.

A critical change in implementation occurred in 2013-2014. Funds were appropriated for IAC 281-62, Iowa Code §279.68 –part of the law requirements includes district implementation of universal screening and progress monitoring for students in kindergarten through 3rd grade. Given this requirement, efforts appropriately shifted from 10 percent of schools, to statewide implementation of K-3 assessments.

In 2014-2015, continued support was provided to the initially identified schools, as well as partial implementation across over 90 percent of schools. For Phase 1 schools, this means continued access and training on Iowa TIER, IGDIs and FAST, monthly coach webinars, training and support for coaches and leadership teams on collaborative inquiry and related materials, and first access to all training and materials related to MTSS. For all schools, this means access and training to Iowa TIER, IGDIs and FAST, as well as access to MTSS materials.

In 2014-2015, the focus of work is expanded to include additional training and support in intensifying interventions that are not successful as well as continued in-depth work around improving implementation of universal tier instruction.

Current implementation work includes:
- Aligning protocols and materials developed through statewide MTSS processes to the accountability system.
  - ❖ Continuing review of state policies and procedures;
  - ❖ Identifying and allocating financial supports;
  - ❖ Continued development of statewide professional learning;
  - ❖ Building Iowa TIER to support system implementation evaluation;
  - ❖ Completing publication of a review of the universal, targeted, and intensive levels of instruction and support.

Although our focus remains on early literacy, as statewide implementation continues, the work will expand to math, social/emotional/behavioral domains, as well as additional educational levels. The initial focus on reading in the early grades is purposeful because as a state, we can only bring MTSS to scale effectively with limited scope initially, and we have chosen to focus on the area

where the most evidence exists. We anticipate expanding to other areas and levels in the 2016-2017 academic year.

Sustainability involves two items—ensuring that the model for MTSS scalability is sound, and evaluating the process and outcomes of the work. The Department, in collaboration with the AEAs and Iowa school districts within C4K, developed and adopted a scaling and sustainability model. Due to Iowa Code §279.68 appropriation, a new scaling model has been developed, and recently adopted [November 2014].

Results

MTSS is in the third year of implementation for Phase 1 schools, and in the second year of partial implementation statewide. Therefore, the impact of student achievement cannot easily be evaluated at this time. One source of data that will be used to monitor the impact of MTSS on student achievement will be the National Assessment of Educational Progress (NAEP). The MTSS screening measures selected by the state (FAST) will also be used to monitor the impact of MTSS.

Below are the areas in which significant progress has been made:
- Collaborating for Iowa's Kids was established as the statewide delivery system for statewide implementation. C4K set a target of enhancing early literacy in Iowa. This group guides the work of team members across the state, ensuring aligned and consistent practices around MTSS.
- A Department team developed significant processes, protocols and materials to support Iowa Code §279.68, including monthly webinars.
- Department personnel have continued the work of reviewing and editing, as necessary, state policies and procedures.
- Criteria were established to identify evidence-based interventions at the class-wide, targeted and intensive levels.
- Evidence-based interventions at the class-wide, targeted and intensive levels were identified and published on the Department's website.
- For Phase 1 Schools:
  - ❖ Statewide training was provided in Iowa TIER, FAST and IGDIs, fall 2013;
  - ❖ Statewide training in MTSS at a systems-level was provided, winter 2013-14;
  - ❖ Ongoing professional learning and coaching, via webinar, was provided monthly for AEA and LEA personnel.
- Over 95 percent of Iowa's public and nonpublic elementary schools have been trained in TIER, FAST and IGDIs and are using the systems for universal screening and progress monitoring in at least grades K-3.
- Monthly webinars were provided on appropriate/compliant implementation of Iowa Code §279.68.
- Three hundred and five [305] public districts and 43 nonpublic schools for a total of 634 total school buildings (public and nonpublic) implemented FAST universal screening assessments, fall 2014. This translates into approximately 161,297 total K-3 students tested across public and nonpublic schools.
- An Evaluation Design Team began design of a comprehensive evaluation of MTSS/C4K.
- Preliminary universal screening results from fall 2014 indicate that approximately 63 percent of K-3 students are on track to be proficient in the spring (data are preliminary and based on Curriculum-Based Measurement in Reading [CBM-R] results).

Resources: State and Federal Funds

Key Results

CORE FUNCTION – STRATEGIC GOAL

Core Function: Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.

Strategic Goal: Individuals will pursue postsecondary education in order to drive economic success.

Name: <u>Transition from Secondary to Postsecondary Education</u>

Description: Department is working with school districts and postsecondary institutions across the state to facilitate a smooth transition for students from secondary to postsecondary education. Initiatives to facilitate this smooth transition include I HAVE A PLAN IOWA®, joint enrollment programs such as postsecondary enrollment options (PSEO) and concurrent enrollment, career and regional academies, and Advanced Placement (AP®).

What we are doing to achieve results: Most joint enrollment opportunities fall under the rubric of Senior Year Plus. The Senior Year Plus legislation, passed in 2008, consolidated and standardized several existing programs involving college credit opportunities for high school students including PSEO, concurrent enrollment (which entails supplementary weighting for local school districts), career and regional academies, (AP®) and most recently, Project Lead the Way (PLTW). The Community College Management Information System (MIS) captures joint enrollment in three categories — PSEO, contracted courses (which may or may not be concurrent enrollment and generate supplementary weighting for the partnering local district), and tuition based. Joint enrollment in Iowa community colleges and four-year colleges/universities has risen steadily.

<u>Joint Enrollment</u>

In FY 2015, 44,034 high school students participated in joint enrollment, an increase of 2.4 percent from FY 2014. More than one out of four community college students (31.7 percent) was jointly enrolled in FY 2015. The breakdown by offering arrangement included:
- 3,371 students in Postsecondary Enrollment Options (PSEO)
- 41,248 students in contracted courses, mostly via concurrent enrollment agreements
- 2,241 taking tuition-based classes
- Credit hours totaled 350,997 versus 336,923 in FY 2014
- Average credit hours per student increased from 7.8 in FY 2014 to 8.0 in FY 2015
- 21,746 females participated
- 22,269 males participated
- Gender was not reported for 19 participants

Iowa Code §279.61, passed in 2008, built upon and enhanced the requirement that all students enrolled in the 8th grade complete a core curriculum plan to identify the high school coursework necessary to support their postsecondary education and career options. Iowa's web-based designated career information system, www.IHaveAPlanIowa.gov provides free access, information and resources for all Iowans seeking assistance with career and college planning; financial aid; college admissions; national, state and local scholarships; free ACT®, SAT® and High School Equivalency Diploma (HSED) test preparation; as well as Iowa employment opportunities. By

providing a system that incorporates resources for students, parents, adult learners, and job seekers, www.IHaveAPlanIowa.gov encourages individuals to discover their strengths and interests. It helps individuals reach their educational and career goals by helping them plan for their future.

Results

I HAVE A PLAN IOWA® System and Career Planning Tools

I HAVE A PLAN IOWA® is a comprehensive web-based planning tool that assists Iowans with career planning, high school planning, college planning, Test Prep modules in ACT® and SAT®, financial aid planning and finding employment. The Department is an educational partner with the Iowa College Student Aid Commission, the managing administrator.

As the state-designated career information system, I HAVE A PLAN IOWA® helps Iowa schools meet requirements set forth in Iowa Code §279.61 which includes having all Iowa students to create a career plan in the 8th grade and complete the required components of the state-designated system prior to graduation. The system includes a specific Iowa Guideway for each grade level to assist students and educators through the process.

- Active accounts FY 15: 140,954 versus 174,242 in FY 14
- Number of sessions (formerly web visits) in 2013-2014: 1,155,953 visits to the site
- Total users year to date (formerly unique visitors): 834,935
- For 2014-2015: 65.8 percent were new visitors; and 34.2 percent were returning visitors
- Top Five Career Clusters in 2014-2015
    - ❖ Health Science
    - ❖ Arts, Audio-Video Technology and Communications
    - ❖ Agriculture, Food and Natural Resources
    - ❖ Hospitality and Tourism
    - ❖ Law, Public Safety, Corrections and Security
- Top Five Saved Careers in 2014-2015
    - ❖ Actor
    - ❖ Anesthesiologist
    - ❖ Athletic Trainer
    - ❖ Lawyer
    - ❖ Architect
- 2014-2015 – 43,620 PK-12 Portfolios Created – Breakdown by Graduation Year

Grade	Grad Year	Accounts Created
❖ 12th	2015	1,676
❖ 11th	2016	1,734
❖ 10th	2017	1,959
❖ 9th	2018	3,965
❖ 8th	2019	30,052
❖ 7th	2020	2,308

Data Sources: Report Central – I Have A Plan Iowa® and Google Analytics; The Department Community College Management Information System (MIS); and Iowa College Student Aid Commission.

Resources: State Funds and Federal Grant Funds (i.e., GEAR UP Grant)

In the current academic year, 2015-16, the state-designated system for career and educational information, I Have A Plan Iowa® (IHAPI), has been funded for a final year through June 30, 2016. Starting in early 2016, the Department will begin looking at revising state policy with regard to student academic and career planning, including updating Iowa Code §279.61, which currently requires Iowa schools to work with students, beginning in 8th grade, to create a plan which shall include career options and identify coursework needed in grades 9-12 to support the student's postsecondary education and career options. Additional guidance from the Department, particularly related to FY16-17 and beyond, is forthcoming.

Key Results

CORE FUNCTION – STRATEGIC GOAL

State Longitudinal Data System (SLDS)

Core Function: Resource Management – Provide vital infrastructure needs necessary to administer and support agency operations and the system of education in Iowa. Key activities may include analysis and information services.

Strategic Goals: 1) All children will enter school ready to learn. 2) All PK-12 students will achieve at a high level. 3) Individuals will pursue postsecondary education in order to drive economic success.

Name: Iowa's State Longitudinal Data System (SLDS)

Description: The SLDS is a series of information technology projects designed to build a coherent and cohesive data infrastructure. The goal is to facilitate data-driven decisions across the education enterprise. The discrete projects include – a data warehouse (EdInsight) – an automated data exchange with schools and other educational entities (School Interoperability Framework) and bringing educational data sets together that previously have not been to make actionable and data-driven decisions. These projects will: 1) generate a unified infrastructure for educational data; 2) establish interconnectivity between entities for analysis and planning; and 3) develop a PK-20 system for tracking and reporting longitudinal trends.

Why are we doing this: Iowa began this process formally by initiating the building of its education data warehouse, EdInsight in 2007. In 2008, the US Department of Education required states to build a SLDS with the following requirements:

- A unique student identifier system
- Student data (enrollment, attendance, demographics, and program participation)
  - ❖ Student-level college readiness test scores
  - ❖ Information on untested students
  - ❖ Student-level transcript and detailed course-taking information
  - ❖ Student-level graduation and dropout data
- Annual summative assessment data links from year to year
- A unique teacher identifier system and ability to link teacher and student data
- Teacher and staff data
- Data warehouse
- Reporting and analysis tools
- Interoperability
- Portability
- Privacy protection
- Data sharing beyond K-12 (P-20)
  - ❖ Early childhood education
  - ❖ Postsecondary
  - ❖ Workforce
- Data audit system to assess data quality, validity, and reliability

What we're doing to achieve results: Continued expansion of EdInsight content and building new reports and functionality has been a primary focus in 2015. The Department deployed the first version of High School Feedback Reports to education stakeholders. This will include a series of feedback reports to Iowa high schools which will provide information about the enrollment, persistence and completion of Iowa postsecondary programs. This is just the first step. Other outputs from this collaboration are also in process. For example, a Community College Feedback Report which comes from the Board of Regents was created to provide information back to community colleges about how their students faired after they left which can be used for improvement purposes. This helps us examine the key components of education pipeline and will be able to help further evaluate the effectiveness of key programs like Career and Technical Education as well as others.

Another main focal point during 2015 was to leverage the EdInsight back-end data structure to deliver the Iowa School Report Card. The Iowa School Report Card was built to meet the legislative requirement from House File 215 from the 2013 legislative session. The Iowa School Report Card is a new system to show how each public school is performing on certain educational measures. Schools receive a score for each measure, and then the scores are combined into an overall score. Based on the overall score, one of the following ratings is assigned to each school: Exceptional, High-Performing, Commendable, Acceptable, Needs Improvement, and Priority. The Iowa School Report Card can help Iowans stay informed and can enhance conversations about their schools' strengths and challenges.

There are a variety of reports which can be used by education stakeholders to examine longitudinal trends across multiple education metrics. Examples of the content include: student achievement trends over time, annual progress report, graduation and drop-out information, school and district curriculum offerings, and college enrollment rates by school and subgroup. The Department released a school improvement report which is used by the districts in examining dozens of data points to determine key areas of focus for improvement efforts. EdInsight has a release cycle which includes new versions with updates that come out similar to commercial software. EdInsight also includes ad hoc analysis capabilities through a cube, which is reserved for power data users.

Expected Results

The SLDS was planned in Iowa before it was mandated. Its benefits, from its component pieces, and their synergies occur in many ways at many levels—administratively, programmatically, and through systems integration.

The Department provides multiple applications and systems such as an education data warehouse – EdInsight - as a service to Iowa AEAs and school districts. For some districts, this will provide for their data needs; for other districts, it could serve as their only education data analysis tool. EdInsight was specially designed with Iowa education stakeholder input and is supported by AEAs. The system has preformatted reports for less sophisticated users and cube analysis for heavy analytical and statistical users.

A goal of EdInsight is to support education programming. The platform and multiple reports can provide educators readily accessible data so they need not waste time on this task and instead can spend it on planning teaching strategies, and empowering educators to make data-driven decisions. Beyond AEA support, the Department has integrated EdInsight into its operations. It is the repository of data which help evaluate the effectiveness of K-12 in preparing students for

success beyond high school. It also can provide support for systems like the Iowa School Report Card.

The original grants which helped the Department build this system are set to expire at the end of FY16. The Department needs to absorb this into its existing budget. This will be a challenge and increased funding is needed to maintain current operations in FY17 and beyond.

Data Source: Iowa Department of Education

Resources: Federal assessment dollars, federal task order dollars (small grants), State General Fund, and Rebuild Iowa Infrastructure Fund. In 2008, the Department received an Institute of Education Sciences, USDE multi-year Longitudinal Data System Grant for $8.7 million. In 2012, the Department received an additional $3.7 million grant to expand the SLDS.

KEY RESULTS

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Library Services

Service/Product/Activity: Purchase statewide access to electronic databases and resources on behalf of Iowa libraries and citizens.

Name: Library Services - Statewide access to web-based resources through libraries

Description: In FY13, the Iowa Legislature appropriated Iowa Workforce Development (IWD) $150,000 in funding to assist Iowa Library Services for the purpose of licensing a web-based database resource which prepares persons to succeed in the workplace through programs which improve job skills and vocational test-taking abilities. The LearningExpress Library was purchased and is available to all citizens of Iowa through public and academic libraries across the state.

Why we are doing this: Improving the job search process, preparing for career certification, raising college entrance test scores, and improving 21st century basic skills are all possible with just the click of a mouse through any public or academic library.

Once registered for LearningExpress through their local library, this online resource is available 24/7 through any computer with internet access, giving Iowans free, unlimited access to interactive skill-building courses in math, reading and writing, as well as a broad range of over 770 of the most up-to-date test preparation practice tests based on official exams such as the ACT, SAT, HISAT, ASVAB Core, and EMT Basic, as well as firefighter, police officer, paramedic, Allied Healthcare, U.S. citizenship, postal worker, cosmetology, and real estate agent and broker exams.

What we're doing to achieve results: In addition to providing the online resource free of charge to Iowa public and academic libraries, we provide training to Iowa librarians on the use of these web-based resources.

Performance Measure:
Number of public searches of all electronic databases purchased.

Performance Target:
Chart represents total LearningExpress sessions per fiscal year.

LearningExpress Sessions

	FY13	FY14	FY15
Sessions	10,913	10,997	13,663
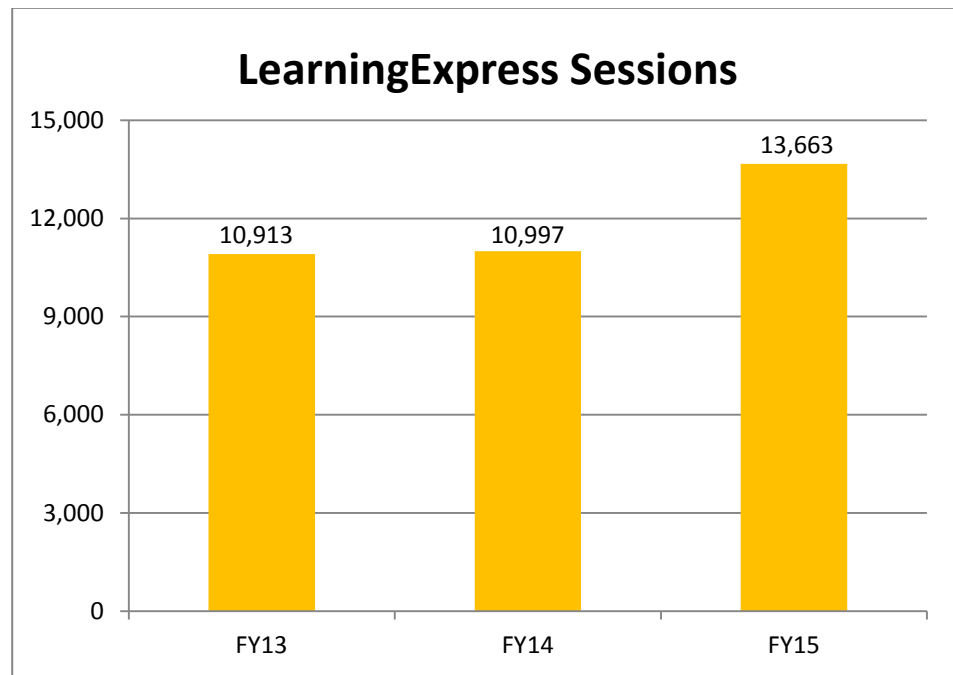
What was achieved: Usage of the LearningExpress databases continues to increase. These e-resources bring vast current information resources to Iowans through their computer and library issued passwords.

Date Source: Iowa Library Services. Database information was compiled by database vendor.

Resources: State of Iowa General Fund appropriation.

NAME OF AGENCY: Department of Education

AGENCY MISSION: Our Mission is to champion excellence for all Iowa students through leadership and service.

CORE FUNCTION: Resource Management

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of payments for state aid, federal funds, etc., sent out in accordance with state and federal regulations	100%	100%	**What Occurred:** All payments were made in accordance with state and federal regulations and were paid on the timelines required by those regulations. **Data Source:** Iowa Department of Education
2. Percent of school districts participating in a statewide individual student record system	100%	100%	**What Occurred:** All public school districts in Iowa are participating in Student Reporting in Iowa (SRI), the Department's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, and encourage better decision-making by establishing and maintaining a cost-effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions, and the Department. All children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state levels. Student level data from SRI is loaded into the Department's Data Warehouse (EdInsight) where it can be linked with other data and enable us to provide meaningful, new data analysis. **Data Source:** Iowa Department of Education
3. Percent of community colleges participating in the Community College Management Information System	100%	100%	**What Occurred:** 100% of the community colleges participate in and utilize the Management Information System (MIS). Examples of reports based on MIS data include the Condition of Iowa's Community Colleges Report, the Fall Enrollment Report and the Joint Enrollment Report. **Data Source:** Iowa Department of Education, Division of Community Colleges

SERVICE, PRODUCT OR ACTIVITY: Financial Resource Allocation to Early Childhood, K-12 and Community Colleges			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of state and federal funds distributed according to the formula prescribed by the funding source	100%	100%	**What Occurred:** All funds were distributed according to the formulas prescribed by state and federal regulations. **Data Source:** Iowa Department of Education
2. Percent of state and federal funds distributed using the correct data to determine distribution	100%	100%	**What Occurred:** All funds were distributed using the data required in state and federal statute. **Data Source:** I3 Accounting and Financial System

SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership			
Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts participating in a statewide individual student record system	100%	100%	**What Occurred:** All public school districts in Iowa are participating in SRI, the Department's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, and facilitate better decision-making by establishing and maintaining a cost-effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Department. All children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state levels. Ongoing training in this system is provided by the agency. **Data Source:** Iowa Department of Education
2. Percent of community colleges participating in the Community College Management Information System	100%	100%	**What Occurred:** 100% of the community colleges participate in and utilize the Management Information System (MIS). Examples of reports based on MIS data include the Condition of Iowa's Community Colleges Report, the Fall Enrollment Report and the Joint Enrollment Report. **Data Source:** Iowa Department of Education, Division of Community Colleges
3. Percent of districts reporting data required under EDFacts, a USDE initiative to put performance data at the center of policy, management and budget decisions for K-12 education programs	100%	100%	**What Occurred:** The Department's SRI includes data elements to meet federal reporting requirements. **Data Source:** Iowa Department of Education; USDE – *EDFacts*.

Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
4. Percent of state and federal reporting requirements met by the Department for accountability and information purposes	100%	100%	**What Occurred:** The Department has met all of the federal reporting requirements under the National Center of Education Statistics, Common Core Data fiscal and non-fiscal reports. The Department has also fulfilled the reporting requirements under NCLB. The Department is in the process of implementing several activities designed to generate a unified education data system, establish interconnectivity between entities for analysis and planning, and develop a PK-16 system for tracking individuals throughout their education and into the workforce. EdInsight is a data warehouse that uses individual student records from SRI, special education student data from the Management Information System, and student achievement data from Iowa Testing Programs. This statewide longitudinal data system improves the utility, accuracy, reliability and timeliness of data; reduces redundancy; decreases reporting burden; streamlines federal reporting; improves stakeholder access to data; enables data exchange across institutions; protects privacy and confidentiality; supports research to improve our understanding of effective management and instructional policies; and facilitates data-driven decision-making that will affect student learning. **Data Source:** Iowa Department of Education; USDE
5. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles	100%	100%	**What Occurred:** All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles. **Data Source:** I3 Accounting and Financial System; State of Iowa Audit

CORE FUNCTION: Education. Provide technical assistance and professional development to increase capacity at the local level.			
Performance Measure (Outcome)	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percent of children entering kindergarten proficient in beginning sounds using the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**** ***As a state, we are in the process of converting to a higher quality measure of beginning reading skills using the statewide FAST assessment measure. The 2013-14 baseline proficiency rate was 63% for students entering kindergarten. The 2014-15 performance was 53%, but the pool tested in 2014-15 was significantly higher (320 districts and 24,256 preschool students). The 2015-16 target is 60% proficient on this measure.**	63%	53% (2014-15 using FAST assessment data)	**What Occurred:** The Department is supporting implementation of the Iowa Quality Preschool Program Standards and development of a comprehensive early childhood professional development system for early care, health, and education. The Department continues to provide technical assistance to the Statewide Voluntary Preschool Program for Four-Year-Old Children, which increases the availability of quality preschool programs for four-year-olds across the state. School districts have previously been using the proficiency level on beginning sounds from DIBELS (*Dynamic Indicators of Basic Early Literacy Skills*) to measure school readiness. Most school districts are now using the statewide FAST assessment as the standard measure of progress. The Department will be reporting on only FAST assessment data moving forward. **Data Source:** Iowa Department of Education
2. **Percent of Iowa 4th graders proficient or higher in reading**	74.5% on Iowa Tests of Basic Skills	76.0% (2013-2015) biennium)	**What Occurred:** 76.0% of Iowa 4th graders achieved proficiency in reading for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
3. **Percent of Iowa 8th graders proficient or higher in reading**	66.2% on Iowa Tests of Basic Skills	75.5% (2013-2015) biennium)	**What Occurred:** 75.5% of Iowa 8th graders achieved proficiency in reading for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
4. Percent of Iowa 11th graders proficient or higher in reading	84.0% on Iowa Tests of Educational Development	79.5% (2013-2015) biennium)	**What Occurred:** 79.5% of Iowa 11th graders achieved proficiency in reading for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
5. Percent of Iowa 4th graders proficient or higher in mathematics	78.3% on Iowa Tests of Basic Skills	76.0% (2013-2015) biennium)	**What Occurred:** 76.0% of Iowa 4th graders achieved proficiency in mathematics for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
6. Percent of Iowa 8th graders proficient or higher in mathematics	74.7% on Iowa Tests of Basic Skills	76.0% (2013-2015) biennium)	**What Occurred:** 76.0% of Iowa 8th graders achieved proficiency in mathematics during the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
7. Percent of Iowa 11th graders proficient or higher in mathematics	82.9% on Iowa Tests of Educational Development	84.0% (2013-2015) biennium)	**What Occurred:** 84.0% of Iowa 11th graders achieved proficiency in mathematics for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
8. Percent of Iowa 8th graders proficient or higher in science	76.5% on Iowa Tests of Basic Skills	84.0% (2013-2015) biennium)	**What Occurred:** 84.0% of Iowa 8th graders achieved proficiency in science for the (2013-2015) biennium. **Data Source:** Iowa Department of Education, Iowa Testing Programs, The University of Iowa
9. Percent of Iowa 11th graders proficient or higher in science	86.3% on Iowa Tests of Educational Development	80.0% (2013-2015) biennium)	**What Occurred:** 80.0% of Iowa 11th graders achieved proficiency in science for the (2013-2015) biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa
10. Average attendance rates in grades K-8	95%	96.2% (2013-2014 school year)	**What Occurred:** The average daily attendance rate in grades K-8 for the 2013-2014 school year was 96.2%. **Data Source:** Iowa Department of Education
11. High school graduation rate for all students	89.4% (target for 2013)	90.5% (4-yr. grad rate for class of 2014)	**What Occurred:** The overall four-year graduation rate for all students was 90.5% for the class of 2014. **Data Source:** Iowa Department of Education

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
12. High school graduation rate for Hispanic students	77.6%	81.7% (class of 2014)	**What Occurred:** The graduation rate for Hispanic students was 81.7% for the class of 2014. **Data Source:** Iowa Department of Education
13. High school graduation rate for African American students	74.2%	78.6% (class of 2014)	**What Occurred:** The graduation rate for African American students was 78.6% for the class of 2014. **Data Source:** Iowa Department of Education
14. High school graduation rate for white students	91.2%	92.2% (class of 2014)	**What Occurred:** The graduation rate for white students was 92.2% for the graduating class of 2014. **Data source:** Iowa Department of Education
15. Percent of teachers in core academic areas appropriately licensed and assigned	100%	100%	**What Occurred**: 100% of Iowa teachers hold a valid teaching license. **Data Source**: Iowa Department of Education BEDS data
16. Percent of teachers meeting the federal definition of highly qualified teachers	100%	100%	**What Occurred:** 100% of Iowa teachers meet the federal definition of highly qualified. **Data Source:** Iowa Department of Education, US Department of Education
17. Percent of community college cohort who complete an award within three years or transfer to a four-year institution	52%	41.4% (FY 2015)	**What Occurred:** The percent of community college cohort completing an award within three years or transferring to a four-year institution was 41.4%. **Data Source:** Iowa Department of Education, Division of Community Colleges

SERVICE, PRODUCT OR ACTIVITY: Technical Assistance and Professional Development

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local school districts visited annually by school improvement team	20%	20%	**What Occurred**: 20% of Iowa school districts received a school improvement site visit during the 2014-2015 school year. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records
2. Percent of accredited nonpublic schools visited annually by a school improvement team	20%	20%	**What Occurred**: 20% of accredited nonpublic schools received a school improvement visit during the 2014-2015 school year. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records

	Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
3.	Percent of charter schools visited annually by school improvement team	100%	100%	**What Occurred**: 100% of the charter schools in Iowa were visited by a school improvement team. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records
4.	Percent of reports audited for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	100%	**What Occurred**: Reports are being audited on schedule for Competent Private Instruction, Exempt Schools, and Specially Accredited Schools.
5.	Number of focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges (CC) each year	8 LEAs 1 CC	8 LEAs 1 CC	**What Occurred**: Focused equity and civil rights visits were conducted at selected LEAs, and 1 CC. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records
6.	Percent of Educator (Practitioner) Preparation Programs visited per year	14%	14%	**What Occurred**: 14% of Iowa's Educator (Practitioner) Preparation Programs were visited during the 2014-2015 school year. These visits are part of the approval process for Practitioner Preparation Programs, and result in a recommendation regarding approval to the Iowa State Board of Education. **Data Source**: Iowa Department of Education
7.	Number of lunches served through the Summer Food Service Program (increase by 1%)	572,000 lunches (target for 2014)	704,702 lunches served summer of 2014	**What Occurred:** The Department continues to seek new sponsors and sites for the Summer Food Service Program. **Data Source:** Iowa Department of Education, 2014 School Food Service Program lunch count

CORE FUNCTION: Regulation and Compliance			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percentage of school districts meeting accreditation standards**	**100%**	**100%**	**What Occurred:** All public school districts in Iowa are currently accredited. **Data Source**: Iowa Department of Education, School Improvement Site Visit records
2. **Percentage of AEAs meeting accreditation standards**	**100%**	**100%**	**What Occurred**: 100% of AEAs meet accreditation standards**.** **Data Source**: Iowa Department of Education, AEA Site Visit records
3. **Percentage of community colleges meeting accreditation standards**	**100%**	**100%**	**What Occurred:** All community colleges are accredited. **Data Source**: Iowa Department of Education; Division of Community Colleges
4. **Percentage of practitioner preparation programs meeting requirements**	**100%**	**100%**	**What Occurred**: 100% of practitioner and administrator preparation programs are accredited. **Data Source**: Iowa Department of Education, Practitioner Preparation Visit records
5. **Percentage of practitioners who are appropriately licensed**	**100%**	**100%**	**What Occurred:** 100% of Iowa teachers hold a valid teaching license. **Data Source**: Board of Educational Examiners; Iowa Department of Education BEDS data
6. **Loss of federal funds from USDE or USDA due to noncompliance with program requirements**	**0%**	**0%**	**What Occurred:** The Department did not experience a loss of federal funds due to noncompliance. **Data Source:** Iowa Department of Education

SERVICE, PRODUCT OR ACTIVITY: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements.

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. **Percent of local districts, AEAs and CCs receiving desk audits annually**	**100%**	**100%**	**What Occurred:** All districts submitted requested fiscal and non-fiscal reports and data per the Department's request. These include, but are not limited to the annual end-of-the-year certified financial reports for districts and community colleges, Fall and Spring Basic Educational Data Surveys, and the community college student, staff, and program files. School district data are used to run compliance audits on all licensed staff and assure minimum program offerings are met. **Data Source:** Iowa Department of Education
2. **Percent of federal programs approved for funding**	**100%**	**100%**	**What Occurred:** All federal entitlement programs were approved for funding. **Data Source:** Iowa Department of Education
3. **Percent of accountability reports completed**	**100%**	**100%**	**What Occurred:** All school districts submitted comprehensive school improvement plans and annual progress reports as required**.** **Data Source:** Iowa Department of Education
4. **Number of audit exceptions**	**0**	**0**	**What Occurred:** The Department did not have any significant audit comments. **Data Source:** Iowa Department of Education, CAFR

CORE FUNCTION: Library Services			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percentage of Iowans who have access through their public library to electronic information databases purchased by the State Library**	**90%**	**90%**	**What Occurred:** 90% of Iowans have access through their public library to e-library resources, bringing the world of information to Iowans. **Data Source**: Internal Collection Spreadsheet

SERVICE, PRODUCT OR ACTIVITY: Purchase statewide access to electronic resources on behalf of Iowa libraries.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Number of public searches of electronic databases purchased by the State Library**	**25,000,000 searches**	**9,180,000 searches**	**What Occurred**: Iowans logged in through their libraries to find fast, accurate, reliable e-library information to enhance decision-making and lifelong learning. **Data Source**: State Library of Iowa, collection information compiled by database vendors.

CORE FUNCTION: Community Coordination and Development			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percentage of Iowa public libraries meeting four key standards**	**85%**	**90%**	**What Occurred**: 90% of public libraries (489 of 543) in Iowa meet 4 key standards: 1) certified, trained library director; 2) public access computers with internet access; 3) open at least 20 hours per week; and 4) provide annual summer reading program for children. **Data Source**: State Library of Iowa

SERVICE, PRODUCT OR ACTIVITY: Resource Sharing			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percentage of Iowa libraries that participate in statewide resource sharing programs**	**90% participation**	**90%**	**What Occurred**: 90% (561 of 623) of Iowa public and academic libraries participated in Iowa's statewide resource sharing programs, SILO interlibrary loan. **Data Source**: State Library of Iowa, Internal Access database

SERVICE, PRODUCT OR ACTIVITY: Administration of Statewide Programs

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. **Percentage of accredited public libraries**	**60% of public libraries accredited**	**65%**	**What Occurred**: 65% (353 of 543) of Iowa's public libraries are accredited. The number of accredited Iowa public libraries has nearly doubled in the last five years due to the success of the Direct State Aid program. Accreditation is based on the 79 standards in the 5th edition of "In Service to Iowa: Public Library Standards." The accreditation process is extensive and requires a strong, ongoing local commitment to excellence in library services. To be accredited, a library must meet 46 required measures and an additional 16 locally selected standards in the areas of library governance, administration and funding, staffing, collections, services, public relations, and access and facilities. To remain accredited, a library must reaffirm eligibility every three years. However, some public libraries continue to have difficulty meeting Iowa's challenging accreditation standards. Reasonable accommodations related to the Americans with Disabilities Act and adequate collection development (purchasing of materials) are two of the major challenges. **Data Source**: State Library of Iowa, Internal Access database
2. **Percentage of certified public library directors**	**85% of public library directors certified**	**90%**	**What Occurred**: 90% (489 of 543) of Iowa public libraries have a certified director. Public libraries must have a certified director to be eligible to receive Direct State Aid. Libraries consider this a high priority. Certified library directors have received training in library science and are able to provide high quality library services to Iowans. **Data Source:** State Library of Iowa, Internal Access database
3. **Percentage of public libraries participating in Direct State Aid Program**	**85%**	**85%**	**What Occurred:** 85% (462 of 543) of Iowa public libraries were eligible to receive Direct State Aid in FY14 by meeting at least 24 of the 79 accreditation requirements. **Data Source:** State Library of Iowa, Internal Access database
4. **Percentage of libraries submitting annual survey data**	**95% of Iowa public libraries submit annual survey data**	**95% of Iowa public libraries submit annual survey data**	**What Occurred:** 95% (520 of 543) of Iowa public libraries submitted annual survey data. **Data Source**: State Library of Iowa, Internal Access database

Resource Reallocations

The Department continues to use technology to reduce operating costs. This includes greater use of the Internet and email for providing information and conducting business transactions with local school districts, area education agencies, community colleges, and other customers. The use of technology assists us in lowering our costs for postage, printing, and supplies. All school districts are now accepting electronic transfer of funds. We continue to expand electronic data collection for reports and are continuing to expand efforts in the implementation of a data warehouse to provide access to the data we collect. Electronic collection of data is more accurate and lessens the follow up that had been required in the past. The data warehouse holds great potential for transparent and portable use of data at all levels and between all educational systems. We have also virtually eliminated print copies of official reports and are sending or posting them electronically.

We emphasize the use of the ICN, Internet polycoms, and webinars to hold meetings, making more efficient use of staff time as well as reduced travel costs for both staff and our education partners. It has enabled us to reach more people, more quickly with the needed information. We also make continued use of the video conferencing units at 250 locations throughout the state for one-on-one and small meetings to resolve issues and provide assistance while minimizing our travel time and costs.

We continue to target staff efforts towards meeting federal requirements with federal resources. By maximizing our staff paid with federal resources, we have been able to have our federal compliance work completed by the same staff who are in the local schools completing other reviews for state requirements. The reallocation has assisted us in meeting our requirements with less state resources and has enabled us to focus on the programs at the local level.

Iowa Library Services continues to reallocate funds from print materials to electronic reference and legal resources. Buying power is the key stimulus: the State Library offers Iowans additional reference and legal information resources by purchasing databases rather than books. Other benefits are the timeliness and accuracy of the electronic publications, plus space saving in the Law Library.

Iowa Library Services also continues to increase its use of webinars for meetings and librarian training sessions. This continues to save time and reduce travel costs for staff and participants.

Agency Contact

Copies of the *Iowa Department of Education Performance Report* are available on the Results Iowa web site at http://www.resultsiowa.org. Copies of the report can also be obtained by contacting Jeff Berger at 515-281-3968 or jeff.berger@iowa.gov.

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More comprehensive information and data about education in Iowa can be found in the *Annual Condition of Education Report*.